

Truman and Universal Healthcare

Why is it so difficult for a United States President to pass national healthcare into law?



Lesson Procedures

1. **Step 1-** Hook

- a. Display the word “healthcare” in a place of your choice for students. This could be projected, written on the board, or even copied by students in their notebooks or whiteboards.
- b. Proceed to have student’s do a think-pair-share with the word “healthcare.”
- c. Project a definition of healthcare and have students copy it into their journal.

- i. Healthcare: *the maintenance and improvement of physical and mental health, especially through the provision of medical services.*

D. Project President’s Truman’s 1948 campaign speech. He begins discussing his proposed healthcare on page 17 (healthcare speech ends on page 21). Teacher reads aloud the sections on healthcare. Ask students to note Truman’s tone.

https://www.trumanlibrary.org/whistlestop/study_collections/1948campaign/large/docs/documents/pdfs/7-7.pdf (10/15/48 campaign speech Indianapolis, IN)

2. **Step 2-** Background

- a. Students “cold” read the background essay once to get a general idea about the topic.
 - i. Teacher reads the essay aloud to the students and leads a discussion about the key information in the essay. Show [video](#) on how a bill becomes a law.

- ii. Explain to students that we will be examining the difficulties of presidents passing healthcare legislation in the United States with a special focus on Harry S. Truman. Then, show [this](#) video and discuss.

- #### 3. **Step 3-** Essential Question- **Why is it so difficult for a United States President to pass national healthcare into law?** Discuss the essential question and explain what is meant by the phrase “pass into law.” Introduce possible questions students might come across while interacting with the evidence.

Examples of questions for this lesson might include:

What is healthcare?
What is national healthcare?
What is the Republican and Democratic party?
What is a lobbyist?
What is the AMA?

4. **Step 4-** Sources: Point out to student the sourcing information. Give students time to read the source. The teacher could choose to model annotations with students with a focus on paying close attention to language that Truman uses that could get in the way of his legislation.
 - a. Students should continue reading, annotating, and answering the guiding questions for the remaining documents with a small group.
5. **Step 5:** - Graphic Organizer
 - a. After reading all sources, students should complete the [graphic organizer](#) provided.
 - b. Optional, consider using the “They say, I say” template which supplies students with language to help narrow down their own thinking.
6. **Step 6:**-Four Corners Activity- hold a Four corners activity where students will decide which factor had the greatest influence on President Truman not being able to pass a national healthcare bill into law: the President, lobbyists, Republican Party, or American public
 - a. Label four corners of the classroom using chart paper.
 - b. Have students choose which corner of the room they wish to go to based on their findings from the documents.
 - c. Once students have found “their corner,” have the group formulate an answer as to why this was the strongest factor and write it on the chart paper.
 - d. Share out as a group and then allow students to move corners if they choose.
7. **Step 7:** Student Outcome- Students will use the [RACE](#) method to write a constructed response answer to the essential question.
 - a. Write a claim- Students will use the RACE method to write their constructed response answer to the essential question using the sources and graphic organizer. Students will need to **R**estate the question, **A**nswer the question, **C**ite evidence, and **E**xplain their answer.
 - b. As a summative assessment, the claim could be evaluated using the following rubric.

| | 0 | 5- Below Basic | 7- Basic | 9- Proficient | 10- Advanced |
|---------------------------------|---|--|---|---|--|
| R= Restate the question. | Is not able to demonstrate any part of this task. | The question is not restated. Response begins with "Because," "So," or "That." | There is an attempt to restate, or the question is restated partially, but it is not clear. | The question is clearly restated/reworded in the response. The reader knows what to expect. | The question is clearly restated/reworded in the response. The reader knows what to expect and is answered beyond what was addressed in class. |
| A= Answer the question. | Is not able to demonstrate any part of this task. | There is no answer or the answer has nothing to do with the question. | The answer is partly correct, incomplete, or student does not show a clear understanding of how to proceed. | The question is answered fully and correctly, showing that the writer knows what is being asked. | .The question is answered fully and correctly, showing that the writer knows what is being asked and beyond. |
| C= Cite evidence. | Is not able to demonstrate any part of this task. | There are no examples provided. | One example is provided or examples are present, but do not support the answer. | Two or more examples are provided, they are relevant to the question and they fully support the answer. Text location is clearly cited. | More than two examples are provided, they are relevant to the question and they fully support the answer. Text location is clearly cited and is student located. |
| E= Explain. | Is not able to demonstrate any part of this task. | No attempt to support the answer. | The response attempts to supply reasoning and/or inferencing which supports the answer. | The response supplies reasoning and/or inferencing which strongly supports the answer | The response supplies reasoning and/or inferencing which strongly supports the answer and goes beyond what was discussed in class. |

Additional Student Outcomes:

1. Make a list of the language that Truman used that may have been inflammatory. Give at least 10 explanations. Explain why the statements may not have been received well.
2. Use the DCN chart. In the left column of a double entry journal graphic organizer, students write a piece of information, such as a quotation or a concept, which they want to question. In the right column, students relate to or analyze the information that is written in the left column.
3. Explain in three to four paragraphs, the disagreements over healthcare set forth by the Republican party.
4. Students will be able to show what they know by creating a drawing or a series of drawings to demonstrate their understanding. Encourage students to share their thinking about what they are drawing to gain insight into what they have learned regarding public opinion and national healthcare.